

*What can I expect from*



*if my child has Special Educational Needs?*

We will make sure your child is safe and happy

Have open and honest communication

Appropriate and effective teaching and learning

A Partnership Approach



# Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a)** Have a significantly greater difficulty in learning than the majority of children of the same age
- b)** Have a disability which prevents, or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c)** Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

## ***What should I do if I have concerns about my child? What will happen if the nursery have concerns about my child?***

If you have any concerns speak to your child's keyworker, or make an appointment to see the SENCO. Our SENCo is Tamar Cohen. If we have any concerns we will speak to you as soon as possible.

The SENCO and Keyworker will assess your child's needs through a range of strategies

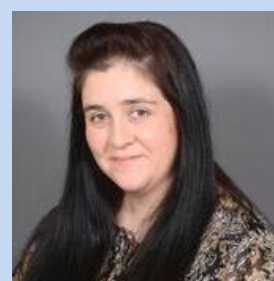
Once your child's individual needs have been identified the SENCO may need to contact specialised services - these can include Speech and Language therapists, The Communication and Autism Team, or an Educational Psychologist. **We will always ask for your permission first.**

The SENCO and the nursery team will monitor your child's progress and will meet with you regularly to discuss how your child is getting on.

You will be kept fully informed of all the support your child is receiving and you will be involved at every stage of the process.

Together with the SENCO and any specialised services, you will contribute to agreeing targets that will support your child's needs.

## Our Team....



Tamar Cohen  
SENCo



All of the staff at Bloomsbury Nursery School have received training to support children with a range of needs. Your child's keyworker is able to answer many questions, provide support and identify pathways with parents. The SENCo, will work with parents and keyworkers as a team.





# Appropriate and effective personalised teaching and learning

At Bloomsbury Nursery School we are committed to supporting every child. To ensure we can do this effectively our team members attend a wide range of training and regularly seek advice from outside agencies and professionals in other settings.

The training that the nursery team receive is based on the individual needs of the children who attend. The SENCO, with the support of the Headteacher and Governors, ensures that training is up to date and is appropriate.

All of our educators are trained to use Makaton to support communication.



Before any intervention, we ensure that we have given the children time to settle, feel safe and happy, and build positive relationships. We spend time **Getting To Know** each child.



***“Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.”***

**Loris Malaguzzi**



## Specialist Provision

At Bloomsbury Nursery School, we have a specialised teaching and learning environment for children with Complex and Significant needs. Children are able to attend a morning session for up to 3 hours, an afternoon session for up to 3 hours, or all day if appropriate.

Individual children's needs are assessed and access to this provision is funded through a range of funding streams such as; Inclusion Support for Early Year (ISEY), Sen Support Provision Plan funding and Top Up Funding through the Education and Health Care Plan.

We have Early Years Educators, who support the children throughout their session, using a range of specialist teaching strategies such as:

- PECS training
- AET Tier 1 and 2/ 3
- Makaton
- Visual Aids, objects of reference, ques and individual timetables
- Soft Play room/ Physical Space
- Sensory Room
- Sensory activities and sensory circuits
- Communicate and Print
- Attention Birmingham – Attention and listening interventions



# How we work

**Step 1** Gather information from  
Parents/Carers

**Home Visits/ Stay and Play at Nursery  
All about Me**

**Step 2** Develop our knowledge of the  
Children

**WellComm  
Baseline Assessments (EYFs)**

**Step 3 Teaching and Learning,  
Targeted intervention**

**Continuous Provision** – independent  
play, educator supported, visual  
timetables,

**Targeted Support** –all keyworkers have  
photo cards, communication boards,  
individual communication systems for  
different children

**SENCO**

**Family Support**

**Educational Psychologist**

**CAT Team**

**Health Visitor**

**Occupational Therapy**

**This support is accessed at each step**





# Graduated Response

Bloomsbury adopts the  
Graduated Response for all children

The **Graduated Approach** which has **Four Stages**  
of action:

- 1. Assess** - Bloomsbury Assessments are:  
Baseline  
WellComm  
Tapestry – online Learning Journey  
observations
- 2. Plan** - This happens daily and weekly, in  
whole staff meetings
- 3. Do** - In a variety of ways
- 4. Review** - monitor every 2 weeks for a 6  
week period. After 6 weeks a  
decision will be made whether the  
child needs a SEN Support Plan and  
referrals to different professionals



# A Partnership Approach

Bloomsbury Nursery School works with outside agencies who can provide a specialised service, to ensure every child has their needs met. We will always talk to you if we feel that your child needs support from an outside agency and we will ask for your permission to involve them.

## **Educational Psychologist (EP)**

Supports children who have social, mental or emotional needs, or other complex needs.

## **SENAR – Principal Officer (PO)**

If your child has an Education and Health Care Plan (EHC) we will work closely with your Principal Officer.

**Speech & Language Therapy Service (SALT)** –Support for children with speech and language difficulties.

**Communication & Autism Team (CAT)** - Supports children, or young people who are being assessed for, or already have, a diagnosis of Autism or social, communication difficulties.

## **Occupational Therapy**

Support for children or young people with physical/sensory issues which impact on their levels of independence and self care

## **Family Support Team**

We have access to family support and the team can help you to make a referral if needed.

## **Health Visitor**

Support for children with development checks, medical needs, including where medication is prescribed/required.

# Consultation with Parents

## Meeting with parents at nursery in July 2022.

SENCo and Keyworkers from both sides of nursery – 2-4 year olds. Met With parents and looked at the report. They shared what has been helpful and How to make the process clearer for Them.





# Comments from Parents

- A parent shared that she would like reviews of her child's progress or deterioration every 2 weeks.
- "More coffee mornings with information and possibly a translator."
- One parent shared "our journey with nursery has been amazing. I have felt very included in decisions made about my child's learning. I would perhaps like a bit more of scheduled meetings (I know this can be difficult)."
- "I have learnt a lot of techniques/ methods of what I know now, so maybe at the start just a workshop with do's and don'ts etc."
- I would like to know more about how kids with different languages are supported if they don't understand English."
- Looking and reflecting on the Information reports a parent said "I would add more pictures to understand more."
- Every child is different and has individual needs. We have parents from all backgrounds and cultures and walks of life. We should try to be alternative to each need."

# Consultation with Parents 2023

## Parent Comments – **Things we do well**

- This is the first nursery I have been invited into to speak about kids learning and playing
- Extend the school
- Lots of good things happening at nursery
- My child enjoys Forest School and being outside
- I like the open plan environment – my child can be free
- My child enjoys learning through music and learning in play.
- I think its good that we celebrate all of the religion's
- I am happy with everything, the teachers, all the support they give to our kids – Thank you very much
- I am very happy with the support I get from the school and the teachers
- Thanks a lot for all you do for our kids...Thanks!



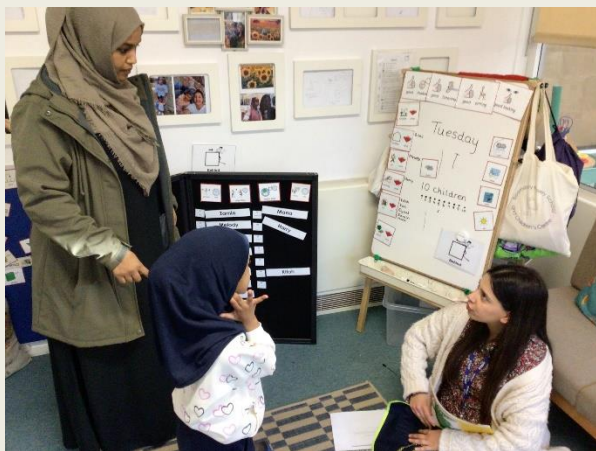
# Parent Comments 2023

## **Things we can do to build on our provision for Children and Parents**

- I would like more ideas to help my child with handwriting
- I would like to coming into nursery more, for about 10 minutes to see how my child plays and how they help her.
- More face to face communication with my child's keyworker
- More communication between parents and staff and when they move classroom
- More educational Trips
- I would like more photos on Tapestry, to show me how to help my child
- I need more support to get on Tapestry and upload what they do at home



Every half term we have a parent workshop in nursery. Please check our newsletter and calendar to see what's happening in nursery.



Communication Workshop November 2023. Parents joined our Makaton Sign a Story session, learnt about how we teach new vocabulary and joined their child in a range of activities in the environment. Parents also spoke to keyworkers about their child's interests.

# Parent Consultations 2024

On October 15<sup>th</sup>, the SENCo, Communication and Autism Team (CAT), Pupil Support Service (PSS) and Occupational Therapy (OT) Team held an information workshop at nursery. Each professional spoke about their service, how they work and how they can be accessed.



At the end of the session, there was a chance to talk and for parents to share what they enjoy about nursery and what extra sessions they want this year.

# Parent Suggestions - 2024

Below are the parent comments:

- I want to know how to approach activities with my child, when they don't want to do something.
- How do I find my child's motivations? What do they look like?
- How do I know how long my child can concentrate for?
- We would like more information on Tapestry – feedback, hints and tips
- More communication with keyworker
- Makaton Workshops for Parents to understand what the children are learning through Makaton
- How to handle my child's emotions, especially as they are going through an Autism Assessment.
- How do I help my child with their speech, their articulation, phonological awareness.



# Nursery Actions following Consultation

- Nursery have planned Workshops for parents to show parents and carers how we teach and nursery and what tips they can use at home. Please follow this link to find our calendar of events:  
<https://www.bloomsburynurseryschool.co.uk/>
- More to follow

# How can I find out further information on what Birmingham Local Authority can offer to help?

## Local Offer – Birmingham

<https://www.localofferbirmingham.co.uk/>

## SEN Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Birmingham Connect to Support

<https://birmingham.connecttosupport.org/s4s/WhereILive/Council?pagelD=3859&lockLA=True>

## Autism West Midlands

[Autism West Midlands - Embracing Difference, Empowering People](#)

## SENSE

<https://www.sense.org.uk>

